

II. District Career Development Plan

School district personnel prepare a District Career Development Plan and submit it as part of their Comprehensive School Improvement Plan. A District worksheet is introduced in this section and is included in full as Tool 3(stan).1 in Part 4. The worksheet is intended to assist local district personnel in preparing narrative text, which is submitted to the State of Iowa Department of Education as part of the District's Comprehensive School Improvement Plan (CSIP).

A. The Requirement

Who: School districts; i.e., Local Education Agencies (LEA)

What: Submit a District Career Development Plan—a part of the CSIP*

When: September of 2004

Where: Iowa Department of Education (DE) website

Why: Meet State and Federal requirements

How: Type responses to DE's web-based CSIP questions

Next Few Pages:

A. The Requirement

B. Worksheet for Drafting the District Career Development Plan

C. The Requirements for the District Career Development Plans

The responses to DE's web-based questions are prepared by using a worksheet in this Manual. The worksheet, which is introduced in B. below, is designed to help your district administration consider these factors:

- ☐ Rules and rules interpretation statements pertaining to professional development; these are from the CSIP Rule/Statute Interpretation Matrix.
- ☐ Components of the Iowa Professional Development Model.
- ☐ Constant Conversation Questions and sub-questions, along with suggested prompts. These are intended to help local districts conduct the preliminary data collection and planning.

* Comprehensive School Improvement Plan: For the full technical assistance documents that describe the CSIP process, go to: <http://www.state.ia.us/educate/ecese/asis/csi/documents.html>.

B. Worksheet for Drafting the District Career Development Plan

Tool 3(stan).1 in Part 4 is a five-page worksheet called "Drafting the District Career Development Plan." District-level personnel can use that Tool to prepare the Career Development Plan portion of their CSIP for submission to the State of Iowa Department of Education website.

As a reference for preparing the Tool 3(stan).1 worksheet, the next few pages present these aids:

- ☐ Components of the Iowa Professional Development Model, including graphics from the Model.
- ☐ Rules/statutes, which the State of Iowa developed to carry out the intent of legislation (i.e., the Student Achievement and Teacher Quality Act of 2001).
- ☐ Interpretations of the rules/statutes.
- ☐ Related CSIP Constant Conversation questions and sub-questions.
- ☐ Other worksheet items.

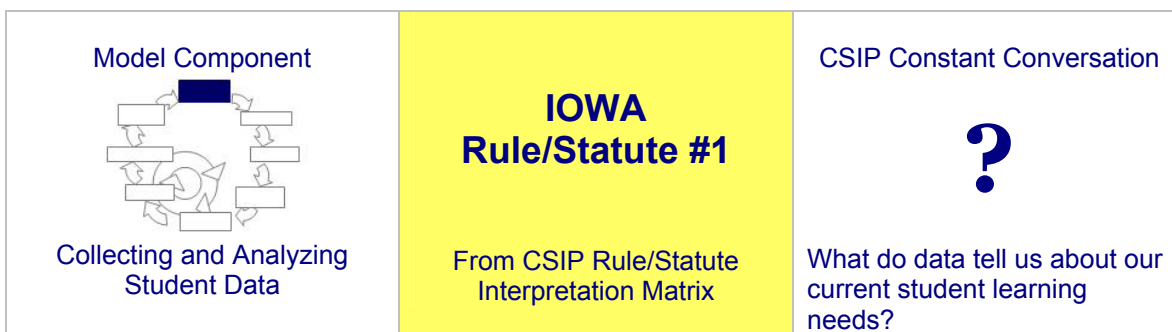
C. The Requirements for the District Career Development Plans, IAC 281—83.6(284)

Each school district shall incorporate the district career development plan into its comprehensive school improvement plan pursuant to Iowa Code subsection 284.6(3). The district career development plan shall be a long-term plan designed and implemented to increase student achievement and shall include all site and district personnel responsible for instruction.

The district career development plan shall contain, but not be limited to, the following:

1. Documentation that the professional development is based on student data and other needs assessment; aligned with district student achievement goals; and focused on instruction, curriculum, and assessment.
2. Documentation that professional development learning opportunities are research-based and aligned with the Iowa teaching standards and criteria.
3. Identification of the approved professional development provider(s).
4. A description of a process that includes theory, demonstration, practice, observation, collaboration, and the study of implementation.
5. A description of a program evaluation design for formative and summative evaluation processes.

The following section provides an interpretation for these District Career Development Plan requirements. Questions are included, which may assist districts with their Career Development plan portion of their CSIP submissions.



Rule/Statute #1: Long Range Data Analysis

The long-range needs assessment process shall include provisions for analyzing information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following:

- 1) State indicators and other locally determined indicators,
- 2) Locally established student learning goals, and
- 3) Specific data collection required by federal and state programs

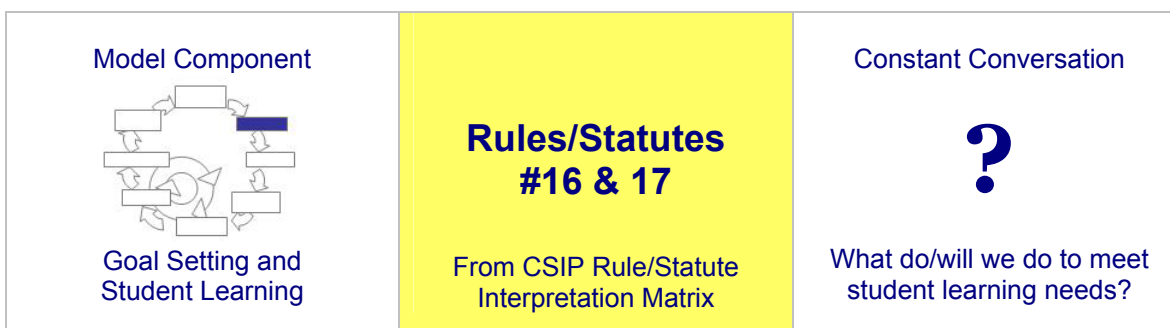
Rule/Statute #1 Interpretation

- ☐ The process for collection and analysis of long-range needs assessment data is locally determined.
- ☐ The comprehensive school improvement plan (CSIP) must contain long range data collection and analyses for each of the following state indicators:
 - Reading
 - Mathematics
 - Science
 - Dropouts
 - High school seniors intending to pursue post-secondary education
 - High school students/indicators of post-secondary success
 - High school graduates completing core program
- ☐ “Analysis” means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.
- ☐ “Additional factors” are locally determined - indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a).

Worksheet Questions

The following worksheet items are the CSIP sub-questions for Constant Conversation Question 1.

- ☐ What data do we collect?
- ☐ How do we collect and analyze data to determine prioritized student learning needs?
- ☐ What did we learn through this data analysis?
- ☐ From the data analysis, what are our prioritized student needs?
- ☐ How will we develop goals and actions based upon the prioritized needs?



Rule/Statute #16

The district career development plan shall align all career development with the school district's long range student learning goals which are based on student achievement data and analysis (public schools).

Rule/Statute #16 Interpretation

Note: This interpretation applies to public school districts and accredited nonpublic schools. 281—IAC 12.7(1)

- ❑ Staff development activities shall align with district goals.

Note: This interpretation applies only to public school districts.

- ❑ The district career development plan provides evidence that the content selected for professional development includes strategies/models/programs that target the district's goals. The professional development plan is focused on the instructional priorities established in the goal(s). The plan describes a design for training and learning opportunities that are structured to increase student achievement in the identified goal area.
- ❑ The district career development plan actions are based on student data and other needs assessment. The plan shows evidence that student data and other needs assessment data informed goal development, the selection of content, and the design of learning opportunities.

Rule/Statute #17

Provide documentation that professional development is focused on instruction, curriculum, and assessment.

Rule/Statute #17 Interpretation

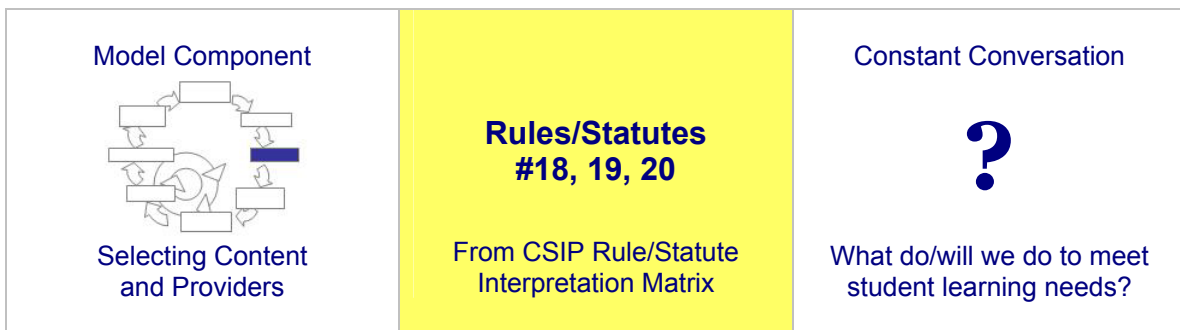
Note: This requirement applies only to public school districts.

- ❑ The identified content for professional development is focused on instruction. Professional development learning opportunities address what is taught, how it is taught, and how student performance is measured. Content is intended to increase teachers' knowledge and skills for the purpose of increasing student achievement.
- ❑ In addition to professional development aimed at increasing student achievement, the comprehensive school improvement plan might include other types of training to address support system issues as determined by needs assessment (e.g., curriculum, assessment, climate, leadership, or policy).
- ❑ If a school district is making application for Title II, Part D funds, the comprehensive school improvement plan (CSIP) must contain professional development for technology.
- ❑ If a school district is making application for Title III funds, the comprehensive school improvement plan (CSIP) must contain professional development for meeting the needs of LEP students.

- ❑ The specific content for professional development, either focused on instruction or context and process, is locally determined.

Worksheet Questions

- ❑ What long-range goals have been established to support prioritized student needs?
Record your goals or refer to the document where they are already recorded.
- ❑ List the Annual Measurable Objective (AMO). (Annual goals will not be required in the CSIP but including them in your planning process will be helpful.)
- ❑ Indicate your professional development target for each building. (Documenting the building level target is not required in the CSIP but including them in your planning process will be helpful.)



Rule/Statute #18

Research-based instructional strategies [is] aligned with the school district's student achievement needs and the long-range improvement goals established by the district.

Rule/Statute Interpretation

Note: For public school districts and accredited nonpublic schools.

- ❑ While the CSIP must contain evidence of research-based staff development practices, the choice with regard to specific strategies is locally determined.

Note: For public school districts only:

- ❑ Scientifically based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Rule/Statute #19

The district career development plan shall contain documentation that professional development learning opportunities are aligned with Iowa Teaching Standards and Criteria.

Rule/Statute Interpretation

Note: This requirement applies only to public school districts.

- ☐ Professional development opportunities for all teachers should align with the Iowa Teaching Standards and criteria.
- ☐ Any descriptors that further define the criteria for the Iowa Teaching Standards are locally determined.

Statute/Rule#20

The plan shall indicate the school district's approved professional development provider or providers.

Statute/Rule Interpretation

Note: This requirement applies only to public school districts.

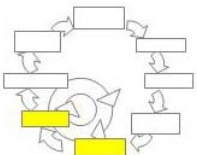
- ☐ A provider can be a school district, an area education agency, a higher education institution, other public or private entities including professional organizations that provide long-term, ongoing support of the district's career development plan, or a consortium of any of the foregoing.
- ☐ Area education agencies, local education agencies, and Iowa institutions of higher education are already accredited or approved through state accreditation procedures and personnel representing these agencies are considered approved to serve as professional development providers.
- ☐ Other public and private entities and professional associations that provide long-term ongoing technical assistance to the local district must follow procedures for becoming approved.
- ☐ One-time guest speakers and/or persons who provide short-term informational sessions are not considered career development providers.

Worksheet Questions

- ☐ For Rule #18: Explain the process for determining that the strategies/program that has been selected has a research base. How do you know that this practice has been applied in another setting and has evidence of results -- increased student achievement? List the criteria applied.

Note: Please do not send in reference lists, literature reviews, or research studies.

- ☐ For Rule #19: Identify the Iowa Teaching Standards and criteria that are supported by the professional development teaching and learning opportunities.
- ☐ For Rule #20: Indicate who will serve as your provider.
- ☐ Provider (check ☒ if applicable):
 - ☐ Provider supporting the district is accredited by the DE.
 - ☐ Provider supporting the district has completed the approval process.

<p>Model Component</p>  <p>Training/Learning Opportunities as well as Collaboration/Implementation</p>	<p>Rules/Statutes #21</p> <p>From CSIP Rule/Statute Interpretation Matrix</p>	<p>Constant Conversation</p> <p>?</p> <p>What do/will we do to meet student learning needs?</p>
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Rule/Statute #21

The district career development plan shall contain description of instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching (collaboration).

Rule/Statute #21 Interpretation

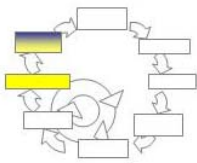
Note: This requirement applies only to public school districts.

- ❑ The methods by which the school district implements the professional development components are locally determined.
- ❑ Regardless of the professional development content, the professional development components apply to all K-12 teachers responsible for instruction, including program content for the mentoring and induction program.

Worksheet Questions

- ❑ What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?
- ❑ Indicate how the plan provides for all K-12 teachers responsible for instruction.
- ❑ Describe how training and learning opportunities will make sure teachers learn theory, see demonstrations, and practice in a workshop setting (e.g. common training sessions, workshops between common sessions).
- ❑ Describe how you intend to build in opportunities for teachers to learn collaboratively (e.g. time built into work week for observations, practice, planning, working with data, coaching).



<p>Model Component</p>  <p>Ongoing Data Collection (Formative Evaluation) and Program Evaluation (Summative)</p>	<p>Rules/Statutes #35</p> <p>From CSIP Rule/Statute Interpretation Matrix</p>	<p>Constant Conversation</p> <p style="font-size: 2em; text-align: center;">?</p> <p>How will we evaluate our programs and services to ensure improved student learning? (Implementation data)</p>
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Rule/Statute #35

The district career development plan shall contain a description of a program evaluation designed for formative and summative evaluation...

Statute/Rules Interpretation

Note: This requirement applies only to public school districts.

- ☐ The kind and frequency of teacher data about the implementation of instructional strategies collected to determine the effect of professional development on improved instructional practices are locally determined.
- ☐ The kind and frequency of student achievement data collected to determine the effect of professional development on student learning are locally determined.

Worksheet Questions

- ☐ How will we evaluate our programs and services to ensure improved student learning?
(Implementation data)
- ☐ Formative — List sources of data and write a brief statement describing the implementation data that will be collected to help you make decisions about needed implementation adjustments. Formative data includes what you collect to determine the frequency of how often teachers are implementing a strategy, how well the teachers are implementing and how students respond to instruction. (E.g. Collection of meeting minutes, lesson plans, teacher logs, observations, review of student data.)
- ☐ Summative — List sources of implementation and student achievement data you will use to decide whether you will continue the initiative as is, continue with changes, or consider the initiative complete and begin the decision-making process to select another professional development priority.